

## Lewis Taylor Retires After 37 Years

*A scrap book of letters and anecdotes from Mr. Taylor's many friends is being assembled and we thought it should include some of his pupils. Please sit down and write today (c/o Bulletin Editor), otherwise we will be too late !!!!!*



When Lewis and Margaret Taylor first arrived at North Shore to join a brave and thriving experiment in education, the school was setting aside its teething rings and biting into a series of ideas which was to become its "raison d'être". Here and elsewhere in a few communities parents and teachers were joining forces in the hope that a working partnership between them could offer youngsters the disciplines traditional to academic excellence then best taught in boarding schools. This thought, that parents and teachers could be a more effective team than would be either alone, was not an invention mothered by necessity and it

was not widely held. It was an expression of educational insight which has now proven itself to be imminently sound and a basic consideration in the establishment of many another school. Together the Taylors have lived through the birthing of the "Country Day School movement" and so have been a part of an innovation in the American educational variety.

Mr. Taylor undertook his teaching responsibilities in a community blessed with more than its share of intelligence but it was still a 1925 world in which he worked. "Yes. We have No Beggars" was selling and a

## Baseball Team Owner Speaks

*Bill Bartholomay, '46, writes of his experience as one-twelfth owner of the Milwaukee Braves. He is pictured below in uniform.*

Baseball, what a business! The team was in first place and all was going well, *too* well. The new owners of the Braves were jubilant, the fans enthusiastic and then the proverbial roof fell in. Sunday, April 21, 1963, at exactly 8:12 P.M. "D" Day arrived. This particular "D" stands for doom, depression and dismal defeat. The Mets had swept their four game home series against the Braves. This was inconceivable, unbelievable and an occurrence for which the new Brave owners were totally unprepared. However, one valuable lesson was learned — if you go to pieces this early in the season — think what its going to be like later. Though still in a partial state of shock, I shall attempt to explain how and why a group of usually normal and conservative people managed to get themselves involved in the crazy, heartbreaking wonderful game of baseball.

Most boys at one time or another dream of being part of the baseball world — as a player or owner, even bat boy. My love for the game started early with the usual trading cards, file boxes filled with statistics on all the players, and a team of regulars who practiced in Barth Stadium (our backyard) every weekend. Later on in 7th grade Red Williams and I were asked to plan a Morning-Ex program, naturally it was all about baseball. Actual participation in the sport dwindled somewhat for a few years, but not the interest. Finally and unexpectedly the dream became fact.

Last November a group of six men, including two NSCDS parents (Dan Searle and John Louis) heard through various channels that there was a possibility Lou Perini would be willing to sell his interest in the Milwaukee Braves. Hundreds of phone calls and many sleepless nights later, the group now expanded to twelve, found themselves for better or for worse, owners



were just around the corner. Prohibition invited freedom-minded citizens to resentment of national interference in their personal lives. Henry Ford's great Model "T" chugged about at a respectable speed but rumors from Detroit suggested a "completely new and improved" Ford, eventually in 1928 the Model "A" – a three speed gear shift and a maximum speed of over 20 miles per hour. More than these things was the spirit – more pronounced in the industrial east than in the agrarian midwest – of the inevitable accumulation of wealth through investments which were to make every man a capitalist. That such a boom would lead to "bust" was hidden from the Taylors as it was from others. Essentially Mr. Taylor was less effected by the material world than he was by the realm of ideas. Then as now the faculty debated the questions of interest and demand in intellectual effort – of time from Latin declensions for work with the Roman culture they described – of room in the schedule for art, shop and music – of participation in the school community at a level of responsibility then believed to be beyond the abilities of youth. Mr. Taylor, working with his colleagues, laid down the tenets which have led so many to the conviction

*(Continued on page 5)*

## New Officers Elected

On a cool but clear December 22nd, well over 100 alumni, decked in festive spirit, gathered at the school cafeteria for the annual luncheon. The expected good sherry and fine food were present, mixed with faces from almost all classes. Nat French was subjected to a question and answer barrage, within a time limitation as recommended by Mrs. French. This gave local alumni an opportunity to participate in the kind of exchange which has proved so informative and successful at more distant gatherings.

The Association's 1963 Board of Director's slate was presented and is listed on page 5. The officers, as elected, are Jim Maynard, '44, President; John Roberts, '49, Vice-President; Dick Corrington, '49, Treasurer; and Babs Pettibone, '40, Secretary. Since then, two meetings of the Board have been held. Work is going forward on the 1963-64 Alumni Fund (co-headed by John Hinchman, '49 and Pete Henderson, '47), the annual Spring Party, nominations of new board members and organizational and expense formats for all board activities.

Reports have been received on the Alumni Fund – page 3 (which makes very encouraging reading), the New York area meeting, and the new by-laws have been drafted, approved and put into effect.

The first problem to be solved was how does a large syndicate of diverse personalities operate a ball club efficiently. The answer is, they don't. Twelve men with as many different opinions would result in nothing but chaos. The ideal solution is to find an outstanding general manager and give him complete and final authority. This we have done, and John McHale is now carrying the load on his shoulders in his capacity as President and General Manager of the Milwaukee Braves. With Bobby Bragan in the field and John McHale in the front office, our team is in excellent hands.

To date, our function has been primarily one of public relations, meeting people, shaking hands and attending countless banquets. Unfortunately, the food in Milwaukee and the surrounding area is delicious, filling and fattening. We are all beginning to hear complaints on the home front as the wives view with alarm our rapidly increasing waistlines (6 lbs. in two weeks is my record). But after all (with due apologies to Art Buchwald and The Yorker Magazine) when faced with our present situation, it should be obvious that:

Steak is out – Bratwurst In  
 Scotch is out – Beer In  
 Gloom is out – Gemütlichkeit

With a combination like that, plus the hospitality shown us by the people of Milwaukee, one can only relax and enjoy it, and continue to grow fat and happy. However, with the rise and fall of the Braves standing, the poundage is apt to fluctuate also. Objectivity when owning a team is impossible. Baseball becomes a game of "if only", "why didn't", "get yourself a new pair of glasses, Ump" and "throw the bum out". Those winning games are great, but the losing streaks are agony.

Nevertheless, with all the problems and pressures involved I feel certain there is not one in the group who would willingly go back to simply day dreaming about the baseball world. Once the sport is in the blood and you are able to actively and constructively participate, a person is pretty well hooked. First division or not I wouldn't trade places with anyone. That's what it does to you! Baseball, what a business!



BILL WILLIAMS, '44,  
 ADDS A NOTE:

The moment I learned Bill Bartholomay was acting as a guest columnist, I had to fight down the tendency

*(Continued on page 5)*



## COLLEGE ENTRANCE

Virginia Deane, '41, Chairman of the History Department and Dean of Girls at school, offers some comments on the impact of numbers of students on higher education.

From NSCDS one hundred and sixty-one students, graduating 1956-1960, entered seventy-four colleges and universities; one college claimed as many as nine students; two had eight each; a fourth enrolled seven. I could not have recognized, let alone listed the names of, seventy-four colleges when I started working with college admissions twelve years ago. Each year we learn more. For the first time in my experience here, girls will go this year to Converse, the University of Denver, and Lawrence.

Because the pressure of numbers has come upon us as we are defining education qualitatively, most institutions of higher learning — whatever their source of financial support — are attempting to improve the programs they offer, to use resources, especially staff, more effectively. At one end of the spectrum might be placed Honors Programs — special courses, seminars, independent projects — for students who enter college with unusually strong academic preparations. In the middle might fall the generally more stringent requirements for entrance to the liberal arts divisions of public universities. At the far end are required classes, often without credit, or restricted programs for those whose school achievement has been dangerously weak. Several communities are developing public two year colleges, perhaps one of our most promising opportunities, especially



## ALUMNI SPRING PARTY

Invitations have been received for the annual Spring Party by all alumni in the Chicago area. After two consecutive years of torrential rains, the little ole rain maker was fired and the farmer's almanac consulted, which resulted in a fair weather prediction. For those alumni living afar, we extend an eager invitation to join us Saturday afternoon, June 8th, five to seven o'clock. Mr. and Mrs. Gilbert H. Osgood, 12 Indian Hill Road, have been very generous to offer their house for this gala event. The many arrangement details are being handled by a committee of Judy Mason Drake, '35, Frances Bell Osgood, '31 and Barbara Pettibone, '40.

Ed. Note — If the date has passed by the time this reaches you, we hope we saw you there.

## HEADMASTER AND ALUMNI IN NEW YORK

In February of this year, Nat French's itinerary carried him to New York City. With enthusiastic cooperation of Nona Everhart Barborka, '51, in Winnetka, and Heath Williams Smith, '46 and Morton Hull, '45, in New York, the congregated alumni exceeded all previous records. These gatherings allow for discussion in an informal manner of the continuing educational changes taking place at North Shore. There is no better means of reciprocal communication between those who are far away and their school.

By and large, our independent colleges and universities are providing for a declining percentage of our students, but some are expanding. Haverford will increase by one half in the next decade; Lake Forest College expects to enlarge by one third; Rockford College will be three times its present size. Women's colleges which have announced plans for increases of ten to fifty percent include Randolph-Macon, Skidmore, Wheaton, Goucher, Briarcliff, and Mary Baldwin. St. John's, Annapolis, hopes to open a second campus in

## 1962-63 ALUMNI FUND REPORT

At the May 15th Board meeting, John Hinchman, '49, Chairman, reported increases in all areas for the 1962-63 Fund drive. These gifts totalled \$4,821.00 and when presented to the school for its operating budget represented a "living endowment" of \$120.00 based on a 4% return. The value to North Shore cannot be over emphasized. It makes clear to all who are interested whether they be potential teachers or others considering financial assistance that here is an alumni body at a secondary school putting "their money where their mouth is." We all can join in thanking the class chairmen for lending so generously their time and effort.

TOTALS	1961-62	1962-63
Alumni	1716	1759
Donors	321	395
% Participation	18.7	22.5
Amount	4564	4820
Most donors —		
1st place (tie)	1934; 1949	
2nd place	1933; 1938; 1961; 1962	
Greatest improvement (most new donors)	1934; 1961	

At press time, the Alumni Fund has surpassed \$5,000.00, for a grand total of \$5,063.70.

perhaps fifty are significantly selective, others are approaching this point, but some still seek students. The College Admissions Center in Evanston, only one of several now established, last year put students in touch with over two hundred and fifty colleges using the Center to help locate candidates.

What are numbers doing to the competition for entrance? In a few, but well known, very selective institutions, some of which now find ninety percent of their applicants qualified, the numbers applying



increasing costs of education.

Independent study fills an increasing proportion of a student's time in many colleges, at its best utilizing faculty more as consultants, less as lecturers or lesson assigners. On the other hand, we are recognizing that a lecture which is "good" for thirty five, can be equally "good" for two hundred. Possibilities for one or two semesters' study abroad are growing, sometimes opening more places for students on home campuses. Qualified Stanford students have a chance to study on three campuses in Europe, one in Japan. Some colleges operate the year around; each third of the year some students are off campus, studying elsewhere, vacationing, or working at a job. Such opportunities may speak especially to students who now become restless, doubtful, midway through college and drop out to refocus. Bennington, Antioch, and others have long had successful experience with field work as a valuable adjunct to classroom and library; we profit if it receives fuller consideration. New College, a joint project under design by Amherst, Smith, Mount Holyoke, and the University of Massachusetts may limit the size of its own faculty sharply, perhaps operating with a student-faculty ratio of twenty to one. All these changes take place somewhat unevenly; spaces available in particular institutions may not meet the preference demand exactly; in rapidly growing universities close scrutiny of academic matters may have detracted attention momentarily from social dislocations attendant upon numbers; but in many corners of the picture is evidence that the quality of education, not just the numbers to whom it is available, is of concern. We do well to remember that one of the programs now revolutionizing the teaching of mathematics in schools was developed at the University of Illinois; much work in new approaches to the teaching of English, as a language, comes from the University of Michigan. To the admonition, "Support the college of your choice," might be added, "Take a look at the direction and impact of change in the public institutions which your taxes support."

Santa Fe in 1964. Two junior colleges have added four year degree programs: Finch and Colorado Women's. These expansions may be among the benefits of a market which makes them possible. Those of us who cherish "smallness" should remember that the size of an institution is relative to the individual in it. Two graduates of our school recently described their first reactions to the same college campus: one found it, "Just as personal as NSCDS;" the other said, "I felt completely lost."

Can technology assist in educating more youngsters? The proliferation of "language laboratories" is aimed first at better learning, extending students' experience with spoken foreign languages and developing speaking facility; only incidentally do these provide for more students. Taped lectures may increase; we can hope these will discriminate somehow between the "inspired" and the "dull" delivery! "Teaching machines," or more accurately, "programmed instruction," — materials organized so that a student proceeds at his own pace, with minimal chances for error, — is still experimental, controversial, and costly. Probably some students can learn well some materials in this manner. The most significant aspect of this work so far, however, is the information it is uncovering about *how* students learn. Teachers' functions may be redefined — apparent without machines in independent study — but no trustworthy evidence yet indicates teachers will be eliminated. Keeping and transmitting records about students by electronic processing is already in use. Here it is important to recognize that a human mind has to decide what information can be quantitatively described. We have done some of this for years: grade averages, years of study of a subject, days absent, etc. There is conviction in quarters which I respect that intelligent data processing can save time for better qualitative, more individual, evaluation of students.

We are not yet making full use of our two thousand institutions of higher learning. Of these,

have recently tended to level off; some have experienced a decline in applications. This may reflect discouragement on the part of aspirants or a reduction in multiple applications made possible by Early Decision Plans, but many colleges attribute it to wiser selections on the part of students, parents, and schools. Who among the qualified are chosen? They seem to be those who distinguish themselves from their neighbors of comparable scholastic ability and achievement by some turn of mind, some personal attribute, talent, or mode of operation which seems to the college especially promising in the light of the service to society it wishes to render. "Delight in the use of the mind" may seem a tall order for a seventeen year old, and it perhaps is for many. It is easier to recognize than to describe; it is not so much taught or learned as teased and aroused. It feeds on, is nurtured by, an environment of fact and idea which values reason, concern and discrimination. Perhaps like a valued friendship it just happens, the result of various magnetisms.

Challenged by numbers, the pragmatic and inventive streak in our heritage prompts us to ask, "How shall we provide?" Perhaps a prior service we owe the coming college generation is to ask, anew, of ourselves, "why?" We are not agreed on the value of a liberal education. Women have been earning bachelor's degrees in this country for over one hundred years, yet some among us claim the value of such work is in the marketability of the degree! An answer to, "why a college education," elicits the further questions, "what kind of college," and "for whom?" The answers we find shape a perspective, a guide to what should be the emphasis, the direction, for our young friends in their present, here and now, experiences — in school, home, and community. If we answer in terms of human beings, if we seek an excellence of person, I suspect we shall care enough, not only to provide for numbers, but, more importantly, to provide for individuals. In these, after all, are the purpose and the health of a free society.